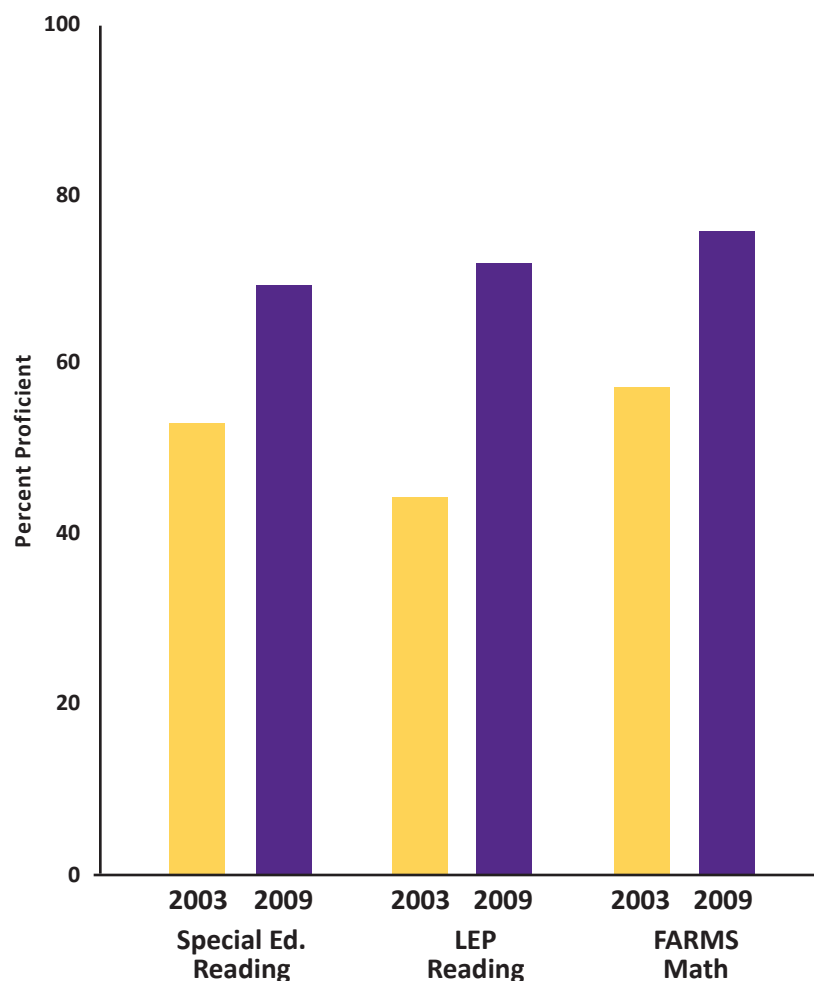


Strong, Consistent Improvement Among Students Receiving Special Services

Elementary School Students
Performance of students in service groups improving



- **69.5%** of elementary students receiving special education services now score in the proficient range for reading, a 16.1% increase since 2003.
- **72.1%** of elementary students receiving Limited English Proficiency (LEP) services now score in the proficient range for reading, a 27.5% increase since 2003.
- **75.9%** of elementary students receiving Free and Reduced-Price Meals (FARMS) now score in the proficient range for math, a 18.4% increase since 2003.

Factors contributing to across-the-board student improvement:

- **The Bridge to Excellence Act:** Additional funds help local school systems target needs.
- **The Maryland State Curriculum:** The MSC lays the foundation for creative and consistent instructional programs.
- **Early Childhood Development:** Increased emphasis means more students enter kindergarten ready to learn.
- **The Principals Academy:** In-depth leadership training improves school performance.
- **Strong Professional Development:** High-quality training provides teachers the tools for better classroom instruction.
- **Steadfast Leadership and Support:** The Maryland State Department of Education has led the way in improving schools throughout the State.

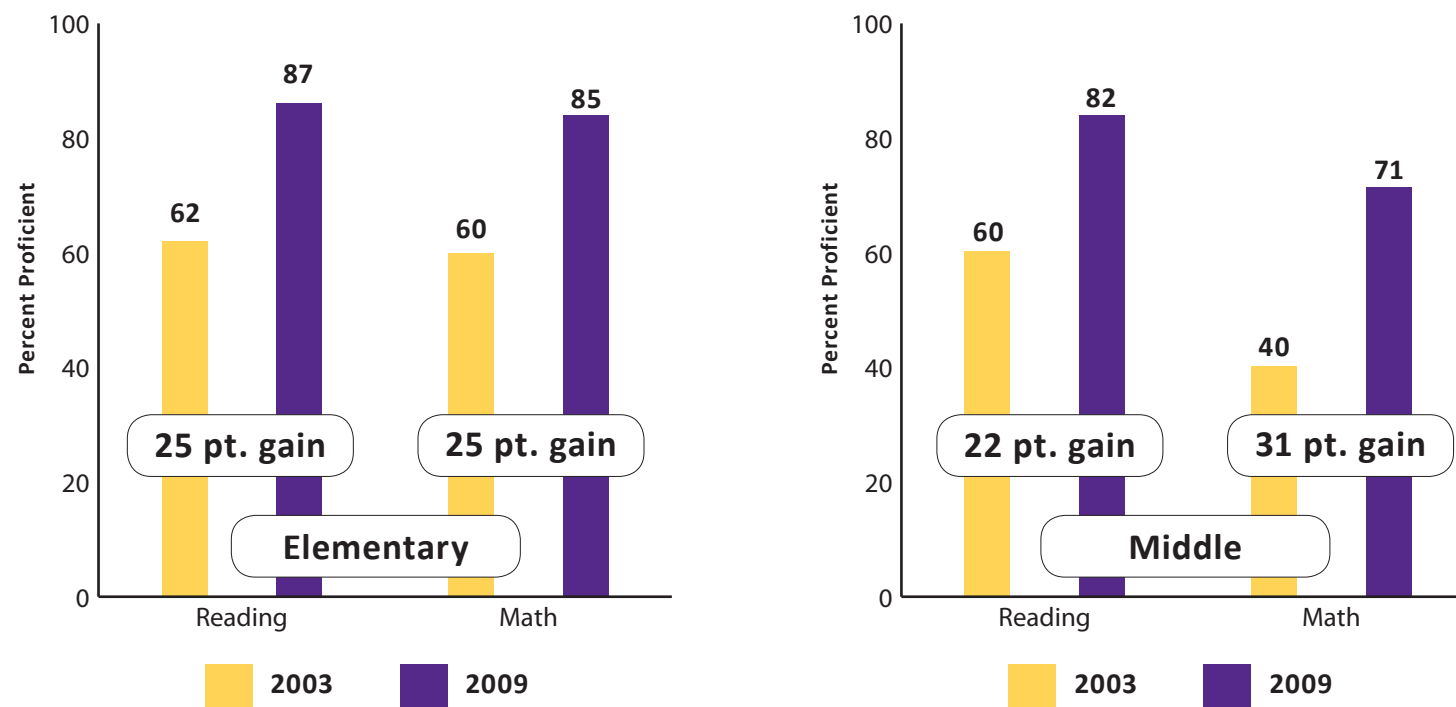
“I am so proud of our students, and want to extend a special thanks to families in every corner of our State who continue to play such an important role in student achievement...Working together, we’ve made tremendous progress for our top-ranked public school system, even during historically difficult economic times.”

— Governor Martin O’Malley

For more information on MSA scores and school performance, visit MDReportCard.org.

Maryland School Assessment Results Continue to Improve

Student scores show significant improvement since 2003



A Message from the State Superintendent of Schools

Maryland students’ reading and mathematics Maryland School Assessment (MSA) scores continued to improve in 2009, and the achievement gaps among special services and racial subgroups continued to close. This progress can be directly attributed to the steadfast effort put forth by educators throughout the State; in particular, an unwavering focus on improving instruction so students are prepared for the world that awaits them.

Although all grade levels have seen significant increases in student learning at both proficient or advanced levels over the past several years,

the federal No Child Left Behind (NCLB) Act has set a goal that all students must reach a proficient score by 2014. With nearly 365,000 third- through eighth-grade students taking the reading and mathematics MSA exams this year, every school and every school system has had to aim higher. While the targets set forth by NCLB have made it more difficult each year for our schools to make rapid gains, many of our schools are reaching the 90 percent proficient or above levels.

Our educators are committed to excellence in the classroom and our students are the beneficiaries both today and in the future.

— Nancy S. Grasmick

“Maryland students’... progress can be directly attributed to steadfast effort put forth by educators throughout the State...”



Nancy S. Grasmick

State Superintendent of Schools

James H. DeGraffenreidt, Jr.

President, Maryland State Board of Education

Martin O’Malley

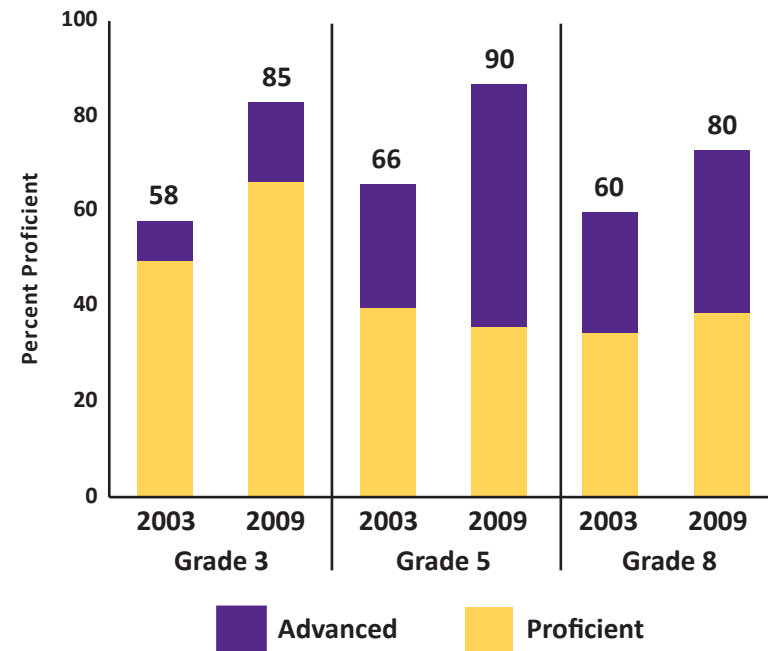
Governor

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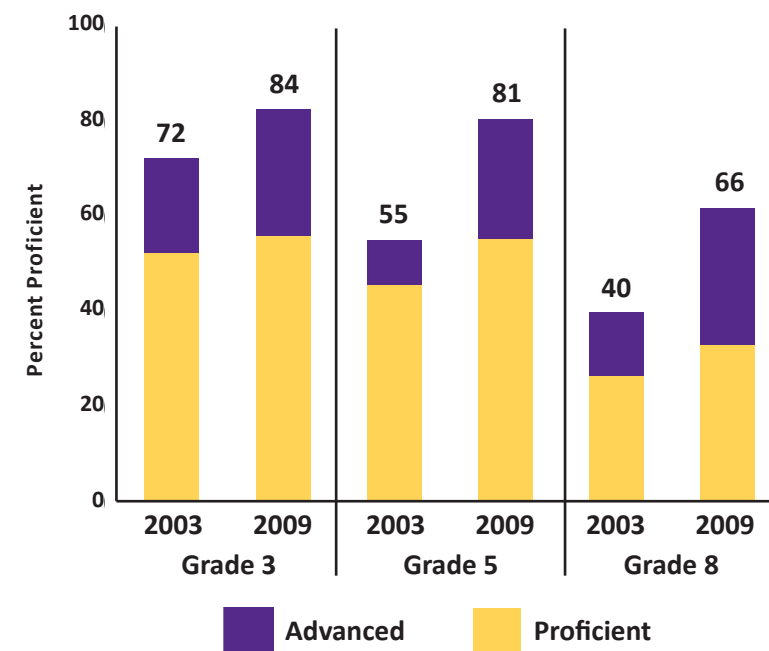


August 2009

MSA Reading: 2003 and 2009



MSA Math: 2003 and 2009



Reading

- **85%** of Grade 3 students now score in the advanced and proficient range, a 27% increase from 2003.
- **90%** of Grade 5 students now score in the advanced and proficient range, a 24% increase from 2003.
- **80%** of Grade 8 students now score in the advanced and proficient range, a 20% increase from 2003.

Math

- **84%** of Grade 3 students now score in the advanced and proficient range, a 12% increase from 2003.
- **81%** of Grade 5 students now score in the advanced and proficient range, a 26% increase from 2003.
- **66%** of Grade 8 students now score in the advanced and proficient range, a 26% increase from 2003.

The Maryland School Assessment (MSA) is administered annually to students in grades 3–8 in reading and math. MSA data are used to meet federal No Child Left Behind (NCLB) requirements.

- MSA scores are reported in three categories:
 - **Basic** indicates that a student is not meeting grade-level expectations.
 - **Proficient** indicates that a student is passing standards.
 - **Advanced** indicates that a student is performing well above standards.

- NCLB requires that all students reach proficiency in reading and math by the 2013–14 school year.

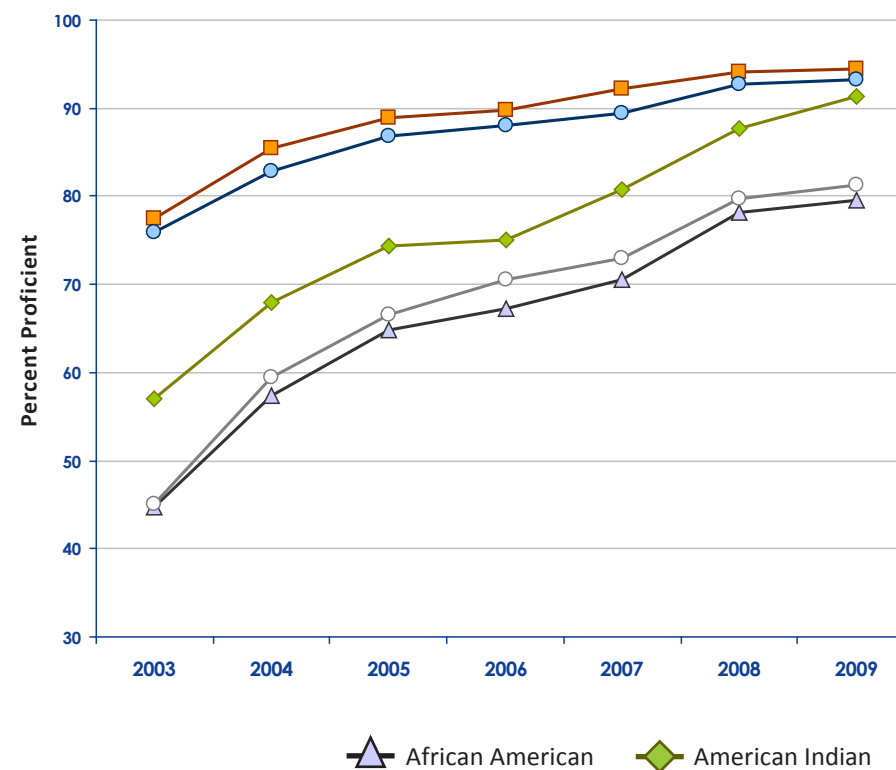
- MSA student performance in Maryland is significantly improving *every year in every school system*.

Achievement Gaps

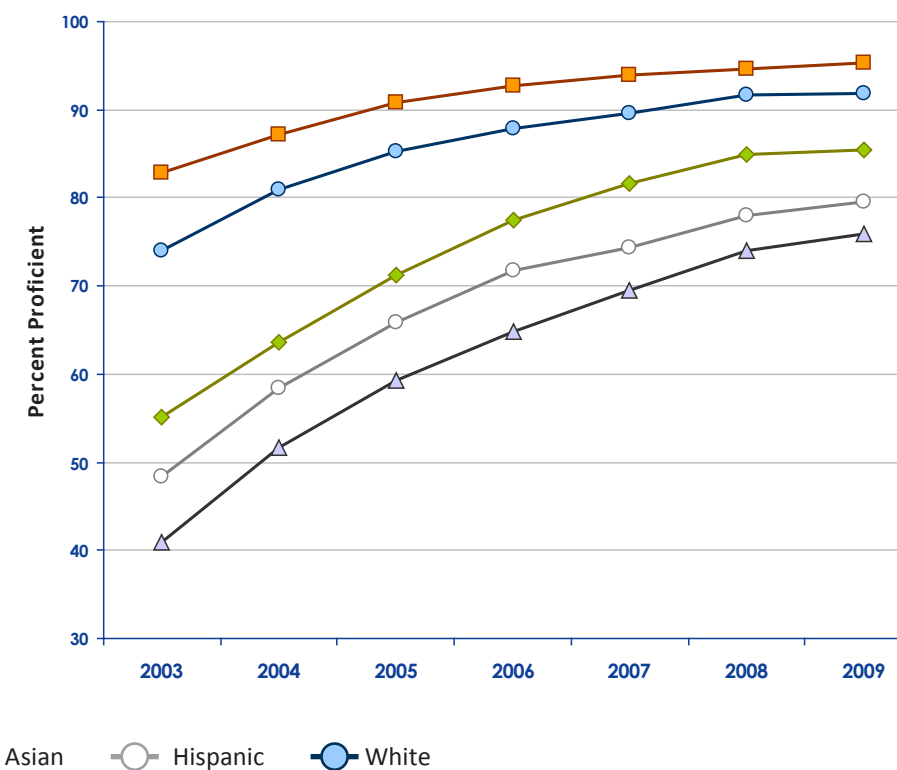
There has been an **over 30% increase** for Grade 3 African American, Hispanic, and American Indian students scoring proficient or above in both reading and math since 2003.

- African American students have risen to **80%** proficient or above in reading, from 45% in 2003, and **76%** proficient or above in math, from 41% in 2003.
- Hispanic students have risen to **81%** proficient or above in reading, from 45% in 2003, and **80%** proficient or above in math, from 48% in 2003.
- American Indian students have risen to **91%** proficient or above in reading, from 57% in 2003, and **86%** proficient or above in math, from 55% in 2003.

Grade 3 Reading



Grade 3 Math



For more information on MSA scores and school performance, visit MDReportCard.org.